WAYS TO IMPROVE THE DESIGN COMPETENCIES OF FUTURE JUNIOR SPECIALISTS

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Abstract:
This article is devoted the development of project competencies of future junior specialists in the field of vocational education in modern conditions. Also, by the author were given proposals and solutions of noted issues.

Keywords: vocational education, dual education, classifier, SNIISHP method, Muller method, CAD, Gerber, Gemini, Julivi, Assyst, Grafis programs, fashion design, clothing modeling.

Introduction. The stabilization of market relations in the development of the economy of our country in subsequent years shows the importance and necessity of training highly qualified personnel at all levels of education, including professional.

The Decree of the President of the Republic of Uzbekistan dated September 6, 2019 No.5812 "On additional measures to further improve the system of vocational education" noted that vocational education programs do not meet the levels of the International Standard Classifier of education (ISCED) adopted by UNESCO, the National Qualification System of Uzbekistan is not fully implemented in the educational process and prevents personnel from taking a worthy place in the labor market.

Improving the system of vocational education on the basis of advanced foreign experience, introducing them for all stages of primary, secondary and secondary specialized vocational education, also required to prepare qualified and competitive personnel for the labor market and involve employers in this process. [1]. This creates favorable conditions for the development of a vocational education system based on market requirements. The main task of future teachers of vocational education in socio-economic conditions, in which high requirements are currently imposed on the level of professional training is to possess professional competence that allows students to easily find their way in the labor market. The vocational school has considered as a traditional systematic formation of

knowledge among students, and the process of teaching skills and abilities was considered as secondary components. Currently, due to the development of modern pedagogical views, these tasks are changing. Of course, knowledge of science should not go beyond the educational structure, but play a guiding role. An important feature in this case is given not only to the possession of information by students who are given knowledge, but also to the ability to solve problems that arise in certain situations.

When training specialists in vocational education, it is advisable to organize training in a two-way form - practical classes with theoretical classes as an educational process. This, in turn, leads to the emergence of vocational education as a product of social partnership, which is a mechanism for close interaction between the state, employers and various organizations to train highly qualified personnel in accordance with the needs of the labor market. Also, vocational education is considered as a successfully adapted educational phenomenon in a market economy, which directly and indirectly affects the development of vocational education in different countries, including Uzbekistan. The training programs developed jointly by specialists of the educational institution and the enterprise on the basis of elements of the dual education system contribute to the successful development of professionally significant competencies [2].

In the current period, when new technologies are developing day by day, and the process of digitization in the country is rapidly increasing, special attention should be paid to the organization of information resources in the field of education. The reason is that information technologies are rapidly being introduced into the sphere of sewing production, which, like all industries, occupies an important place in the development of our country's economy. The introduction and use of modern information technologies in the educational process of vocational education is considered one of the most effective ways to achieve the goal [3].

We consider it necessary that in the curriculum of vocational education, the practical parts of existing specialized disciplines are implemented with the help of modern design, construction, modeling programs. Because the quality of training of specialists with professional competence in educational institutions is largely determined by the effective teaching of general professional and special disciplines. When studying specialized disciplines, the emphasis is on practical training, covering processes that directly give deep, thorough knowledge, forming appropriate skills and abilities that reflect the specifics of a particular specialty in specific industries.

Choosing learning styles in general professional and special disciplines and setting learning goals is also a somewhat complex process. This process requires a high level of professional skills from the teacher. The process of developing design competence is carried out on the basis of comprehensively acquired knowledge in general professional and special disciplines. In the development of professional competence, of course, comprehensively improved in-depth professional knowledge is necessary. It is advisable for future specialists to determine a specific synthesis of knowledge from professional disciplines and provide information in the educational process about the nature of knowledge involved in this synthesis, their relationship, structure and relationship with other disciplines.

Classifier of directions, specialties and professions of vocational education of the Republic of Uzbekistan the curricula of vocational schools that train specialists in professions of the 3rd level have been studied. According to them, in our analyses in professional educational institutions very few teaching hours are devoted to the subject of "designing" and "modeling" of garments.[4]. During the period of rapid development of sewing production in our republic, future specialists of this industry are obliged to study perfectly the entire process of creating any product from the state of the approved sketch to the readiness of the product.

Currently, the professional training of most specialists starting their activities in the garment industry does not partly meet the requirements of modern development and requires the use of new information technologies that contribute to the renewal of the content, forms and methods of training. This requires the elimination of some of the shortcomings that currently exist in the vocational education system.

The fact is that until recently, the sciences involved in the design and modeling of sewing products used universally recognized worldwide design methods (SNIISHP, Muller, etc.) are transmitted on the basis of. Of course, with the help of these methods, it is possible to achieve perfection of accuracy in templates. But the study showed that modelers and designers working at modern sewing enterprises are already conducting their activities on the basis of designing in automated CAD programs. Using CAD programs in enterprises, an ideally designed sketches can be stored in computer memory as a basis, at any time this basic template can be reproduced and modeled by making technical changes in accordance with the new clothing model. It is much more convenient to work by manual design, which means that sketches made on paper and cardboard will

gather dust in the warehouse of the enterprise for years. All processed sketches projects are stored in the computer memory. Before manufacturing the product, the base undergoes the necessary modification, is printed using plotter equipment and mowed down, placed on soda.

In the course of our research, the activities of prestigious enterprises for the production of garments in our city were studied and a survey was conducted among fashion designers working at these modern enterprises. According to the collected statistics from existing: Gemini, Gemini, Julivi, Assyst, Graphist and other programs for designing sewing products, it became known that Gemini and Assyst System are used today as the most popular CAD programs in practice.

Based on these data, we consider it necessary to theoretically and practically study these CAD programs so that future specialists studying in the vocational education system can carry out their activities at the enterprise in the direction.

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